



Institute for Leadership in Education Development (I-LED)

What Do Learners Need?

Focusing on the Learner

Look at the training from two views:

1. What do the learners want from the training?
2. What do other people think learners should get from the training? For example:
 - faculty,
 - advisors,
 - sponsors, and
 - other stakeholders

When and how to assess the learners' needs:

Before the training

- Review written/formal materials like:
 - surveys,
 - evaluations of similar programs, and
 - research
- Hold focus groups or discussions with experienced professionals like:
 - representative professionals from the target audience (for example, if planning an educational session for judges, include judges in the focus group)
 - colleagues/other professionals,
 - course designers,
 - faculty
- Collect information of work performance like:

Continue on Reverse

- direct observation,
- informal reports of peers, and
- information from resource center

During the training

- Figure out what learners already know, through:
 - observations, and
 - pre-course surveys
- Watch how and what the learner is doing during training and make changes as needed, for example:
 - how they respond to questions,
 - comments they are making,
 - how they are doing in problem-solving exercises

After the training

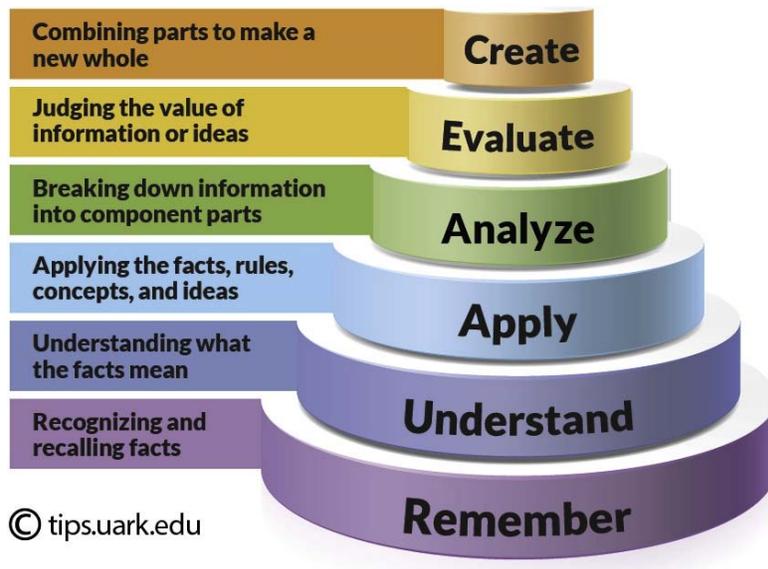
- Discuss the training with faculty and staff.
- Revise the training using comments from learners.
- Send out post-training surveys (3-6 months after the training).
- Look for changes in the learners after the training by talking to the learners themselves or to someone who has seen their work.

Institute for Leadership in Education Development (I-LED)

LEARNING OBJECTIVES

Key Questions:

1. Based on your needs assessment, what should learners **think, feel, or do** because of the class?
2. What level of **cognitive functioning** are you hoping to achieve?



3. What **actions** will demonstrate that learners are able to remember, understand, apply, analyze, evaluate, or create? Objectives should complete this phrase “*Because of this class, learners will be able to...*”

Bloom's Level	Key Verbs (keywords)	Example Learning Objective
Creating	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	<i>By the end of this class, the learner will be able to design an original homework problem dealing with the principle of conservation of energy."</i>
Evaluating	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	<i>By the end of this class, the learner will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.</i>
Analyzing	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	<i>By the end of this class, the learner will be able to differentiate between potential and kinetic energy.</i>
Applying	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	<i>By the end of this class, the learner will be able to calculate the kinetic energy of a projectile.</i>
Understanding	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	<i>By the end of this class, the learner will be able to describe Newton's three laws of motion in her/his own words.</i>
Remembering	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	<i>By the end of this class, the learner will be able to recite Newton's three laws of motion.</i>

Resources obtained from: <https://tips.uark.edu/using-blooms-taxonomy/>

4. Are your objectives SMART?

S	Specific
M	Measurable
A	Achievable
R	Relevant
T	Time-oriented